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ABSTRACT

Ideas from education, linguistics, and typography are combined in a discussion of the selection, use, and production of instructional materials for students in a multilingual school context. Application of materials to development of reading, writing, listening, and speaking skills is examined. An introductory chapter looks at the perspectives of minority groups in a multicultural context and discusses issues in the design of materials for these groups. The second chapter focuses on creating an environment of understanding of cultural diversity, including creation of a supportive visual environment and school organization for diversity. The subsequent three chapters look more specifically at materials, activities, and classroom techniques for speaking and listening, reading, and writing instruction in both English and native languages. The final chapter looks at general strategies for building a bridge from monolingualism to bilingualism. Contains numerous references. (MSE)

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